**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: September 11, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 4 (Biographical Writing)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Document camera** * **Paper** * **Pencils** * **Interview notes** * **busyteacherscafe.com/printables/writing (biography graphic organizer)** * **Task #4 Biographical Writing Rubric** * [**www.infoplease.com/spot/040l-sum-bioaz.html**](http://www.infoplease.com/spot/040l-sum-bioaz.html) * [**www.teachervision.fen.com**](http://www.teachervision.fen.com) **(biographies)** * [**www.infoplease.com/people.html**](http://www.infoplease.com/people.html) **(biographies)** | | | | * **organization** * **graphic organizer** * **information writing** * **biography** * **opening statement** * **concluding statement** * **transition words** * **details** * **drafting** * **revising** * **editing** * **publishing** * **analyze** * **text** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   Guided Practice  Independent | **Reading**  **Standards:**  **RI.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can read and analyze a biography.**   **Instructional Plan:**   * **Model reading a biography (see sites above) and pulling information to record into the correct sections of the biography graphic organizer.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   Independent | **Writing**  **Standards:**  **W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **L.2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.**  **I Can Statement(s):**   * **I can write a biography.**   **Instructional Plan: (5 day plan)**   * **Using the notes from the interview, teacher will model how to place information into the biography graphic organizer.** * **Once graphic organizers are complete, teacher will model –** * **Writing a strong opening statement.** * **Writing a strong concluding statement.** * **Using the graphic organizer to write the biography using transition words (create a chart) and details (discuss adjectives).** * **Upon completion of the draft, teacher will also model editing and revising.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can write a biography.**   **Instructional Plan:**   * **Discussion during the writing process. (see above)** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice   Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Sorting Words activity – page 428c,d in Reading Street Teacher’s Edition (comparative ending words)** | | | | |
| **Closing/Summarizing Strategy** | * **Review of “I Can” statements.** * **Review the writing process.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can sequence the events of the person they interviewed and create a timeline that will provide a historical reference to their life.** | | **Teacher will support the student in using the notes to place into the correct categories of the graphic organizer.** | | | **List of transition words and Biographical Writing Rubric will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Task #4 Biographical Writing Rubric | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*